BC Ministry of Education

# Diversity in BC Schools

# A Framework

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# Diversity in BC Schools

# *A Framework*

BRITISH COLUMBIA

Ministry of Education
Standards Department

March 2004 Edition

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Safe, Caring and Orderly Schools

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# Introduction

The Government of British Columbia is firmly committed to recognizing and honouring the diversity of all British Columbians. Diversity among people is one of the most prominent features of British Columbia's society and our schools.

> *Despite the diversity among them, all these young people have similar educational needs. All of them need to learn how to be economically self-sufficient, how to participate in the lives of their communities, how to understand the world in which they live, how to enjoy the benefits of Canadian society, and how to raise, in turn, the next generation.*
>
> *Our expectations for schools are high. We have, in fact, an ambitious social as well as an educational agenda for them, as we seek to support our social structure in various ways. In the broadest sense, we have long expected schools to serve as agencies for civic and democratic development and as places where our culture and values can be sustained and transmitted to the young.*
>
> *Today we turn to schools to help us enshrine language rights, to preserve diverse cultural heritages, to promote social equality and justice through recognition of individual differences.*
>
> **The Report of the Royal Commission on Education, A Legacy for Learners, 1988**

Over the years, British Columbia has made an increasing commitment to a school system with teaching and operational practices that honour diversity and promote human rights.

The collaborative efforts of many in the development of this document reflect the breadth of interest in and depth of commitment to honouring diversity and promoting human rights in British Columbia schools. During the 1990s, the Consortium on Diversity Education (CODE), made up of representatives from a broad spectrum of partners in education, served as a reference group for Ministry of Education work in diversity and multiculturalism.

The CODE handbook, *Celebrating the Mosaic*, states:

*Celebrating the Mosaic: A Handbook and Guide to Resources for Diversity Education*

Consortium on Diversity in Education (CODE) March 2000

> *Educators are increasingly aware of how the characteristics of race, culture and ethnicity; sex and gender; sexual orientation and physical and mental ability – characteristics that are fundamental to the identity of an individual – impact the access to and outcomes of education.*
>
> *These are also the characteristics that are the most likely to make an individual the target of discrimination, harassment and violence...*
>
> *Developing policy and programs specific to promoting acceptance and understanding of these characteristics will support a positive, respectful school culture where other diversities are honoured, diversities such as economic or social status, language, religion, or age.*

## Rationale

*"Children, it has been said, represent our future – and it is true! Each and every one of them, in their own way, will influence what the world of tomorrow will be like. They will help determine what values and traditions we preserve, what ideas and knowledge we will hold, and, ultimately what we as a society and as a province represent."*

The Report of the Royal Commission on Education, A Legacy for Learners, 1988

The *School Act* articulates the purpose of the British Columbia school system: to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

To achieve this purpose, the school system must strive to ensure that differences among learners do not impede their participation in school, their mastery of learning outcomes, or their ability to become contributing members of society.

The school system is expected to promote values expressed in the *Constitution Act*, the *Charter of Rights and Freedoms*, the *Official Languages Act*, the *Multiculturalism Act*, the *BC Human Rights Code*, the *Employment Equity Act* and the *School Act*, respecting the rights of all individuals in accordance with the law.

The school system therefore strives to create and maintain conditions that foster success for all students and that promote fair and equitable treatment for all. These conditions include:

*To learn effectively, students need to feel secure and accepted. And staff members, too, have the right to feel safe and secure as they carry out their professional responsibilities.*

- equitable access to and equitable participation in quality education for all students
- school cultures that value diversity and respond to the diverse social and cultural needs of the communities they serve
- school cultures that promote understanding of others and respect for all
- learning and working environments that are safe and welcoming, and free from discrimination, harassment and violence
- decision-making processes that give a voice to all members of the school community
- policies and practices that promote fair and equitable treatment

*"The school, as one of the institutional bulwarks of democratic life, has a particular responsibility in its teaching and operational practices to ensure that it does not perpetuate traditional kinds of stereotyping or the inequalities they promote."*

The Report of the Royal Commission on Education, A Legacy for Learners (1988)

British Columbia's school system is making progress in addressing diversity.

School curriculum honours the diversity represented in families, communities, the province, the nation and the world. Because mastery of one of Canada's official languages is central to success in school and beyond, British Columbia provides additional services to students for whom English is not a first language.

British Columbia schools are developing strategies to promote mutual understanding and increased respect for cultural differences, and to take action against racism.

Schools are making an increasing provision for the inclusion of students with special educational needs. Government has made a commitment to improving the success of students of aboriginal origin by addressing the gap between them and their non-aboriginal peers.

The school system is becoming more sensitive to students who are gay, lesbian or trans-gendered, and has begun developing mechanisms to ensure their inclusion and fair treatment in school communities. Research continues to examine ways to ensure that socioeconomic background is not a barrier to quality education and school success.

*The education system has both a responsibility and opportunity to practice what it teaches.*

Addressing the needs of an increasingly diverse population presents an ongoing challenge. The British Columbia school system has a unique responsibility and opportunity to meet this challenge both by *teaching* understanding and respect for all persons, and by *modeling* understanding and respect for all persons in *practice*.

## Purpose

*"Concerns about legal liability are potent driving forces behind the making of policies. Within legal parameters, policies provide a framework for direction of staff; they are evidence that in-depth consideration has been given to the balancing of competing interests; they articulate choices. They are seldom in themselves a complete defence to legal liability, but they are often an important first step in protecting the district from liability."*
*Judith A. Clark*

Keeping Schools Safe: A Practical Guide for Principals and Vice-Principals, Part II: A Legal Framework, June 1999

This document is a conceptual framework. Its purpose is to:

- assist the school system in meeting its obligations under the *Constitution Act*, the *Canadian Charter of Rights and Freedoms*, the *BC Human Rights Code*, the *Multiculturalism Act*, the *Official Languages Act*, the *Employment Equity Act*, and the *School Act*; and
- assist the school system in its ongoing efforts to create and maintain learning and working environments that are responsive to the diverse social and cultural needs of the communities it serves.

This framework document describes key concepts, references guiding legislation and includes important implications for policies, strategies and initiatives in the school system related to:

- honouring diversity and promoting human rights
- preventing discrimination, harassment and violence
- responding to incidents of discrimination, harassment or violence when they occur

It is designed to assist in:

- reviewing existing policies and practices to ensure they are consistent with legislation
- enhancing existing policies and practices to ensure that they address diversity
- developing or implementing new policies and practices to directly address the diverse needs of the people served by the school system

## Content and Organization

*Diversity in BC Schools: A Framework* includes four sections:

**Section One: Diversity in BC Schools** presents key diversity concepts – multiculturalism, human rights, employment equity and social justice. The goals of each of these concepts are outlined and relevant guiding legislation is highlighted.

**Section Two: Provincial Policies, Strategies and Initiatives** describes provincial policies, strategies and initiatives that have been introduced in the school system that address diversity.

**Section Three: Implications for School Boards and Schools** contains questions to facilitate discussion and prompt actions that will lead to continually improving policies, procedures and practices to support diversity.

**Section Four: Guiding Legislation** provides easy access to excerpts from legislation that are relevant to concepts presented in *Diversity in BC Schools: A Framework*.

# Section One: Diversity in BC Schools

## Honouring Diversity

*Framework for Diversity*

Multiculturalism BC
August 2000
*Adapted with permission*

***Diversity*** is an overarching concept that relies on a philosophy of equitable participation and an appreciation of the contributions of all. It is a concept that refers both to our uniqueness as individuals and to our sense of belonging or identification within a group or groups.

Diversity refers to the ways in which we differ from each other. Some of these differences may be visible (e.g., race, ethnicity, gender, age, ability), while others are less visible (e.g., culture, ancestry, language, religious beliefs, sexual orientation, socioeconomic background).

Honouring diversity is based on the principle that if these differences are acknowledged and utilized in a positive way, it is of benefit to the quality of our learning and working environments.

**Goals or purposes for Diversity include:**

*Embracing diversity is an important aspect of living and learning.*

- taking into account the different beliefs, customs, practices, languages, behaviours and physical differences of individuals and cultural groups
- encouraging understanding, acceptance, mutual respect and inclusion, in order to make school communities and society as a whole more equitable for all people

While there is no legislation that refers specifically to diversity, there are moral and legal, human resource, and financial reasons for honouring diversity and promoting human rights.

*Diversity is initially about recognizing, and ultimately about valuing, difference as a resource and a reality of everyday life.*

Ethical and legal principles are based within legislation as follows:

- The diversity of people is acknowledged and valued (*Canadian Charter of Rights and Freedoms*, 1982; and the *BC Multiculturalism Act*, 1993).
- The dignity of people, as well as protection from harm, is intended to be preserved (*Canadian Charter of Rights and Freedoms*; *BC Human Rights Code*, 1997).
- Fair and equitable treatment should be secured for all people (*BC Human Rights Code*, 1997; *Employment Equity Act*, 1996).

## Supporting Concepts

Diversity is an overarching concept that is supported by the following concepts:

- Multiculturalism
- Human Rights
- Employment Equity
- Social Justice

Important **elements** embedded in all of these concepts, and **purposes or goals** common across them all form a foundation for understanding and addressing diversity.

**Common elements include:** equality, fair treatment, non-discrimination, inclusion and access.

**Common purposes or goals include:** full participation, elimination of barriers to participation, fair and equitable treatment, systems change and attitude change.

In the following pages, some of the important elements of multiculturalism, human rights, employment equity and social justice are briefly described. Guiding legislation is also referenced.

### Guiding Legislation

Section Four provides more detailed excerpts from relevant legislation. Readers should refer to this section for a more in-depth understanding.

*Multiculturalism encourages understanding, acceptance, mutual respect and inclusion, in order to make society more equitable for all people.*

***Multiculturalism*** recognizes and values the ethno-cultural diversity of our society. It is an acknowledgement and valuing of diverse ethnic heritages as well as an appreciation and incorporation of diverse approaches to learning and working environments.

Aboriginal Peoples, as the original inhabitants of Canada, distinguish their cultural status from the broader definition of Canada's cultural mosaic acknowledged in the concept of multiculturalism.

**Goals or purposes both for Multiculturalism and for Aboriginal Peoples include:**

- developing cross-cultural understanding to create sensitivity to and respect for difference
- eliminating racism – addressing the effects of historic, organizational, systemic and attitudinal racism by:
  - working to create an awareness of racism
  - educating people about what they can do about racism
  - developing policies and strategies that take action against racism

*The Canadian constitution recognizes the rights of Aboriginal Peoples of Canada (which include Indian, Inuit and Métis groups) in order to protect their culture, customs, traditions and languages.*

- eliminating systemic and attitudinal barriers that prevent full and equitable participation in community services, employment and education
  - *systemic barriers* such as policies and practices that intentionally or unintentionally exclude, limit and discriminate against individuals and groups
  - *attitudinal barriers* that create an environment where people may act out their prejudices, assumptions and biases
- developing culturally responsive services to meet the changing needs of the communities they are intended to serve, rather than expecting clients and consumers to adapt to prescribed services as they exist

### Guiding Legislation

- The *Multiculturalism Act of BC* (1993) respects and recognizes cultural diversity as a part of our society.
- It identifies the goal of fostering a society where there are no barriers to participation in the community, in cultural and political life.
- The *Canadian Charter of Rights and Freedoms* (1982), which comprises Part 1 of the *Constitution Act*, is linked to the *Multiculturalism Act*. Section 27 refers to the "preservation and enhancement of the multicultural heritage of Canadians."

In addition to guiding legislation for **Multiculturalism**, there is also legislation that relates specifically to the rights of **Aboriginal Peoples**.

### Guiding Legislation

- Part 1 of the *Constitution Act* (1982) contains the *Canadian Charter of Rights and Freedoms*. Section 25 of the Charter makes it clear that other rights contained in the Charter must not interfere with the rights of Aboriginal Peoples.
- Part 2 of the *Constitution Act* (1982) addresses *The Rights of Aboriginal Peoples*. Section 35 (1) recognizes and affirms the existing aboriginal and treaty rights of the Aboriginal Peoples of Canada. Section 35 (4) guarantees these rights equally to male and female persons.

*"The board is ultimately responsible for protecting the fundamental right of every child and youth to be treated with dignity and respect."*

*Fair Schools: Respect, Listening, Advocacy, Participation, Inclusion*
The Office of the Ombudsman
Public Report No. 35/ May 1995

***Human Rights*** is defined as the provision for every individual to have the right to live, work, and learn in an environment free from fear, discrimination and harassment.

Human rights emphasizes the rights of the individual, the responsibilities of employers and service providers, and the need for preventive action.

Human rights policy goals generally focus on prevention, remedial action and correction, and are guided by the principle that human rights violations are harmful to an entire organization and community, and not simply to those who are directly affected.

**Goals or purposes of Human Rights include:**

- preventing discrimination
- correcting persistent patterns of inequality affecting groups
- redressing discrimination against individuals
- providing an effective, efficient and timely remedy for incidents or situations in which human rights are threatened, through a fair process

## Guiding Legislation

Legal obligations with regards to human rights are guided by the *Human Rights Code*, British Columbia (1969,1973, 1984, 1997) and the *Canadian Human Rights Act* (1976-77, 1985). Human rights are also linked to the *Canadian Charter of Rights and Freedoms* since the Charter refers to the rights of the individual.

**The *BC Human Rights Code* identifies 13 protected grounds.** People are protected by virtue of their race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age (applies to persons 19 to 64 years of age), and unrelated criminal or summary convictions.

The *School Act*, section 2 guarantees the rights of persons of school age resident in a school district to enroll in an educational program provided by the school board.

*Employment equity means more than treating persons in the same way.*

***Employment Equity*** is a concept that addresses fair employment practices. It incorporates strategies designed to create a workforce that is, at all levels, representative of the diverse population it serves.

Employment equity is not simply about hiring and recruitment; it means examining practices for promotion, and retaining employees and providing equitable access to opportunities within the organization. The aim is to achieve equality in the workplace so that no person is denied employment opportunities or benefits for reasons unrelated to ability.

**Goals or purposes of Employment Equity include:**

- creating an inclusive work place that provides fair and equitable access for all employees
- encouraging a variety of perspectives, experiences and work styles
- correcting conditions of disadvantage in employment experienced by women, aboriginal people, persons with disabilities, and members of other visible and less visible minorities
- remedying effects of past discrimination through positive policies and practices and making reasonable accommodation measures

## Guiding Legislation

Employment Equity is linked to federal and provincial employment standards legislation, and to the *BC Human Rights Code*.

The *Employment Equity Act* (1995) was enacted to achieve equality in the workplace and to correct conditions of disadvantage in employment experienced by certain groups.

Federal legislation and provincial policy focus on four designated groups: women, aboriginal people, visible minorities, and people with disabilities. Some organizations acknowledge that there are other groups that also experience severe employment disadvantage and may include them in organizational employment equity policy statements.

Teachers are governed by the *Teaching Profession Act*, the *School Act*, the *Independent School Act* and also by collective agreements.

*"The principle of inclusion adopted in British Columbia schools supports equitable access to learning by all students and the opportunity for all students to pursue their goals in all aspects of their education."*

Special Education Policy Framework

*Special Education Services: A Manual of Policies, Procedures and Guidelines* (2002) p. A2

***Social Justice*** is a philosophy that extends beyond the protection of rights. Social justice advocates for the full participation of all people, as well as for their basic legal, civil and human rights.

The aim of social justice is to achieve a just and equitable society. It is pursued by individuals and groups – through collaborative social action – so that all persons share in the prosperity of society.

**The goals or purposes of Social Justice include:**

- ensuring that socioeconomic background does not preclude any person from achieving the full benefits of participation in society
- working in a way that acknowledges the complexity of social issues and the need for collaborative action
- engaging individuals and groups who have historically been excluded either from full participation or the sharing of power

*"Children and youth must be encouraged to voice their concerns through an appropriate and constructive process."*

*Fair Schools: Respect, Listening, Advocacy, Participation, Inclusion*

The Office of the Ombudsman Public Report No. 35/ May 1995

## Guiding Legislation

Social justice is not legislated in Canada, but its principles are supported by the *Canadian Charter of Rights and Freedoms*, specifically the following:

- section 15 refers to equality rights and protections
- section 27 refers to the preservation and enhancement of multicultural heritage
- section 28 refers to the rights and freedoms that are guaranteed to both male and female persons
- section 35 recognizes and affirms existing aboriginal and treaty rights

The *School Act*, Powers and Duties, Provision of educational program, section 75 (1) requires that, subject to the other provisions of the Act and the regulations and to any orders of the minister under the Act, a school board must make available an educational program to all persons of school age resident in its district who enroll in schools in the district.

*"In fact our greatest challenge now is to find meaningful ways to engage students in a cooperative sharing of the responsibility for bringing about change in schools and in society."*
*Darren E. Lund*

Nurturing Democracy in the Schools: Engaging Youth in Social Justice Activism

# Section Two: Provincial Policies, Strategies and Initiatives

*The Ministry of Education provides overall education leadership in British Columbia.*

The Ministry of Education has been guided by legislation in setting standards and articulating policy for the school system. These standards and policies provide guidance to school boards and schools for addressing diversity as they deliver education programs.

## Purpose of the British Columbia School System

*The purpose of the British Columbia school system is contained in the* School Act.

The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

Continued progress toward our social and economic goals as a province depends upon well-educated people who have the ability to think clearly and critically, and to adapt to change.

Progress toward these goals also depends on educated citizens who accept the tolerant and multi-faceted nature of Canadian society and who are motivated to participate actively in our democratic institutions.

## Attributes of the BC Graduate

*The Graduation Program 2004*

BC Ministry of Education (2003)

The attributes of the BC graduate describe the knowledge, skills, attitudes and competencies that young people need to succeed as individuals, and as members of our society. In some ways, these attributes have remained constant over the years. They have also evolved to reflect our changing world, and the changing expectations of students, families, communities and employers.

### Intellectual Development

- competency in reading, writing, mathematics, social studies and science, including the ability to use these skills in problem-solving and decision-making
- the ability to use and understand information technologies
- the ability to communicate effectively with a range of audiences; this includes the ability to access, synthesize and present information; it also includes knowledge of both a first and second language

- an understanding and appreciation of artistic and aesthetic expression
- the ability to think critically and solve problems, using information to develop opinions and make sound judgments and decisions
- an understanding of the importance of a lifelong commitment to continuous learning

## Human and Social Development

- the knowledge and skill required to be socially responsible citizens who act in caring and principled ways, respecting the diversity of all people and the rights of others to hold different ideas and beliefs
- the knowledge and understanding they need to participate in democracy as Canadians and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy
- the attitudes, knowledge and positive habits they need to be healthy individuals, responsible for their physical and emotional well-being
- the attitudes and competencies they need to be community contributors who take the initiative to improve their own and others' quality of life

## Career Development

- the confidence and competencies they need to be self-directed individuals who display initiative, set priorities, establish goals, and take responsibility for pursuing those goals in an ever-changing society
- knowledge and understanding of the range of career choices available to them, the prospects for success in those careers, and the actions required to pursue specific career paths
- experience in planning for, and working toward, career and life goals
- the skills required to work effectively and safely with others, and to succeed both as individual and collaborative workers

# Social Responsibility in BC Schools

*The BC Performance Standards provide a broad framework to assist in monitoring and evaluating a variety of school and classroom programs that aim to enhance how students get along and develop responsible behaviours (e.g., anti-bullying, multiculturalism, anti-racism, cooperative learning).*

Human and social development is one of the goals of the British Columbia public school system. This broad goal specifies that students are expected, among other things, to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others. The public school system's responsibility for achieving this goal is shared with families and communities.

Socially responsible individuals show "community-mindedness" in their responses to school, local, national and global issues and events. This attitude is the basis of a fully functioning and flourishing democratic society.

In school, students have a wide range of opportunities to observe, model, discuss and demonstrate socially responsible behaviour. Social responsibility is sometimes the primary focus of activities (e.g., learning problem-solving steps for conflict resolution; addressing community issues; learning about human rights), but more often it is a secondary focus of other school activities.

*BC Performance Standards Social Responsibility – A Framework*

BC Ministry of Education (2001)

**Social Responsibility Rating Scale**

***Valuing Diversity and Defending Human Rights***

*Fully Meets Expectations:*

K to Grade 3
*The student is increasingly interested in fairness; treats others fairly and respectfully.*

Grades 4 to 5
*The student treats others fairly and respectfully; often shows interest in correcting injustice.*

Grades 6 to 8
*The student usually treats everyone fairly and respectfully; tries to be unbiased; shows some support for human rights.*

Grades 8 to 10
*The student is respectful and fair; increasingly willing to speak up or take action to support diversity and defend human rights.*

## BC Performance Standards Social Responsibility – A Framework

The BC Performance Standards for social responsibility provide a framework that schools and families can use to focus and monitor their efforts to enhance social responsibility among students and improve the social climate of their schools. They provide educators, students and families with a common set of expectations for student development in four areas:

1. **Contributing to the Classroom and School Community**
   - sharing responsibility for their social and physical environment
   - participating and contributing to the class and to small groups
2. **Solving Problems in Peaceful Ways**
   - managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views
   - using effective problem-solving steps and strategies
3. **Valuing Diversity and Defending Human Rights**
   - treating others fairly and respectfully; showing a sense of ethics
   - recognizing and defending human rights
4. **Exercising Democratic Rights and Responsibilities**
   - knowing and acting on rights and responsibilities (local, national, global)
   - articulating and working toward a preferred future for the community, nation and planet – a sense of idealism

## The BC Provincial Curriculum

*K–12 Provincial Curriculum*

BC Ministry of Education

British Columbia's provincially prescribed curricula provide many opportunities for teachers to address diversity. The curriculum guides contain learning outcomes and suggested instructional strategies to develop the skills associated with active citizenship (e.g., defending human rights) and prevention of discrimination, harassment and violence. In particular, the Personal Planning K to 7 curriculum (rev. 1998) and Career and Personal Planning 8 to 12 curriculum include prescribed learning outcomes related to:

*Social responsibility is not assigned to a specific grade or curriculum; rather it is a shared responsibility not only among teachers and administrators, but among families and the community as well. The standards for social responsibility do, however, address selected outcomes from several curriculum areas.*

- appropriate and responsible ways of sharing, expressing, or acting on feelings
- effective interpersonal communication strategies
- moral behaviour and standards
- empathy, and its importance in relationships
- the potential consequences for self and others of engaging in unsafe behaviours
- responsibilities associated with friendships
- legal and societal support for abuse prevention
- the various ways in which abuse can manifest itself
- indicators of healthy and abusive relationships

The Planning 10 curriculum also includes learning outcomes and achievement indicators that address healthy relationships, effective communication as well as safe and caring schools.

Social Studies K to 11, First Nations Studies 12, Personal Planning K to 7, and Career and Personal Planning 8 to 12 curricula contain learning outcomes related to topics such as:

- honouring the diversity represented in families, the community, British Columbia, Canada and the world
- working collaboratively and respecting diverse viewpoints
- practising physical safety and healthy living
- developing self-esteem and mental well-being

Curricula for language arts, information technology, fine arts (dance, drama, music and visual arts) and second languages contain prescribed learning outcomes related to topics such as:

- recognizing bias and stereotypes, and
- understanding personal/cultural contexts

*Shared Learnings: Integrating BC Aboriginal Content K to 10*

BC Ministry of Education (1998)

The resource *Shared Learnings: Integrating BC Aboriginal Content K to 10* helps educators promote understanding of BC aboriginal people and their cultures, values, beliefs, traditions, history and languages.

## Learning Resources

*Evaluating, Selecting, and Managing Learning Resources: A Guide*

BC Ministry of Education (Revised 2000)

The Ministry of Education has established criteria for selecting learning resources, including criteria for suitability in regards to diversity. The evaluation criteria are grouped under four main areas: content, instructional design, technical design and social considerations.

An examination of a resource for *social considerations* highlights the ways in which the resource might support pro-social attitudes and promote diversity and human rights. It also helps to identify potentially controversial, sensitive or offensive elements that may exist in the content or presentation. Social considerations for learning resource evaluation include:

- gender equity/role portrayal of the sexes
- portrayal of sexual orientation
- references to belief systems
- age portrayals
- socioeconomic references
- political issues bias
- regional bias
- multiculturalism and anti-racism content
- aboriginal culture/roles
- portrayal of special needs
- ethical/legal issues
- language use
- portrayal of violence
- safety standards compliance

Detailed guidelines for each of these *social considerations* assist evaluators in selecting and recommending resources that contain accurate references and positive portrayals.

***Policy Objectives:***

*1.0 The Government of British Columbia expects all students to achieve proficiency in the English language.*

*2.0 The Government of British Columbia will ensure children whose parents qualify under section 23 of the Canadian Charter of Rights and Freedoms have the opportunity to be educated in French through Programme cadre de français offered by a school board or the Francophone Education Authority.*

*3.0 The Government of British Columbia recognizes that all students, in particular those of aboriginal ancestry, should have the opportunity to learn an aboriginal language whenever possible and to do so with the support of the aboriginal community.*

*4.0 The Government of British Columbia encourages opportunities for all students to learn languages that are significant within our communities.*

*Language Education in BC Schools, Policy and Guidelines*

Ministry of Education (1995)

# Language Education

The Language Education Policy is designed to be an integral part of the Kindergarten to Grade 12 Education Plan, and to recognize the official languages of Canada and the growing number of other languages spoken by British Columbians.

To be successful in Canada, students need to be proficient in one of the country's official languages. In British Columbia, the Ministry of Education articulates policy and allocates funding to support schools in providing English as a Second Language (ESL) services. The goals of ESL education are to assist students to become proficient in English, to develop intellectually as citizens, and to achieve the expected learning outcomes of the provincial curriculum.

The Ministry of Education encourages all students to develop language skills that will assist them to live and function more effectively in British Columbia's ethno-culturally diverse environment and in a bilingual Canada.

Learning a new language:

- broadens the social and cultural horizons of students
- promotes the continued vitality of all cultures
- enhances mutual understanding and respect by promoting interaction among students from a variety of language communities and backgrounds
- is essential to the intellectual development and socialization of all students
- contributes to personal growth and cultural enrichment
- provides opportunities to link with the past, our multicultural heritage and our diversity
- serves to prepare our students for the future of British Columbia

## Special Education

*Special Education Services: A Manual of Policies, Procedures and Guidelines*

Ministry of Education
(Revised 2002)

The Ministry of Education Special Education Policy Framework articulates the principle of inclusion. Inclusion supports equitable access to learning by all students and the opportunity for all students to pursue their goals in all aspects of their education.

To help realize these goals for students with special needs, the education system in British Columbia is provided with supplemental special education funding. This funding helps schools to remove barriers and provide appropriate services and programs to ensure that the school system is:

- equitable
- of high quality
- relevant
- accessible; and
- accountable

for all students, including those with special needs.

## The BC Safe School Strategy – Safe, Caring and Orderly Schools

Increasingly, educators and families believe that the milieu in which students learn makes a critical contribution to the quality of their education.

*Caring is the cornerstone of a school environment that is free of discrimination, harassment and violence.*

BC Safe, Caring and Orderly Schools website:
www.bced.gov.bc.ca/sco

British Columbia has introduced the ***BC Safe Schools Strategy*** to help schools and communities celebrate diversity, eliminate discrimination, develop social responsibility, create positive school cultures, promote personal safety, and prevent crime and violence.

The Ministry of Education and its education partners have provided an assortment of materials, resources and training to assist schools, parents and communities with strategies to keep British Columbia schools safe.

A safe and caring school is one in which there is a deep personal commitment to the core social values of justice, respect and compassion. Students must be able to observe and encounter these values in action in their daily lives, especially in the school setting.

British Columbia schools are striving to develop positive, welcoming school cultures and are committed to fostering optimal environments for learning. They strive to:

- develop positive school cultures and focus on prevention
- use school-wide efforts to build "community," fostering respect, inclusion, fairness and equity
- set, communicate and consistently reinforce clear expectations of conduct
- teach, model and encourage socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights
- assume responsibility, in partnership with the wider community, for resolving critical safety concerns
- work together to better understand issues such as bullying, harassment and intimidation, racism, sexism and homophobia, and to learn new skills to respond to them
- respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging
- participate in the development of policies, procedures and practices that promote school safety
- monitor and evaluate their school environments for evidence of continuous improvement
- recognize and celebrate achievements, while acknowledging areas that need improvement

*The BC Safe Schools and Communities Centre maintains a wealth of print and video resources in several major topic areas, including:*

*Counselling and Support*
*Crime and Violence Prevention*
*Diversity*
*Intimidation, Harassment and Violence*
*The Legal System*
*Social and Emotional Development*
*Youth at Risk*
*Youth Leadership*

Website:
www.safeschools.gov.bc.ca

Examples of key resources that have been introduced to the system include:

- *Safe, Caring and Orderly Schools: A Guide*
- *Call it Safe: a parent guide for dealing with bullying in elementary schools*
- *Call it Safe: a parent guide for dealing with harassment and intimidation in secondary schools*
- *Focus on Bullying: A Prevention Program for Elementary School Communities*
- *Focus on Harassment and Intimidation: Responding to Bullying in Secondary School Communities*
- *Promoting Safer Schools: An Introduction to Effective Behaviour Support (EBS)*
- *Keeping Schools Safe: A Practical Guide for Principals and Vice-Principals*
- *BC Performance Standards: Social Responsibility – A Framework*
- *Focus on Suspension: A Resource for Schools*

# Section Three: Implications for School Boards and Schools

Boards of school trustees, school district officials and other school leaders have a unique responsibility and challenging duty to address increasing diversity in both the educational and operational aspects of schooling.

Education leaders must continually strive to create and maintain learning and working environments that are responsive to the diverse communities they serve. In order to carry out this responsibility, it is important that education leaders examine school board and school policies, strategies and initiatives to determine how comprehensively the diverse needs of students and employees are being addressed. Areas that require improvement can then be identified and plans made for both system and school-specific change.

## Guiding Questions

*Diversity in BC Schools: A Framework* has been developed to assist education leaders in understanding the implications of existing legislation and provincial policy related to diversity. The following questions are intended to facilitate discussion and prompt actions that will lead to continually improving policies, procedures and practices to support diversity.

### Policies and Procedures

Polices and procedures establish clear expectations for all members of the school community by encouraging appropriate action and providing a basis for sanctions in response to inappropriate action. They encourage pro-active and preventive endeavour as well as remedial and restorative approaches. To be effective, policies and procedures must be regularly reviewed, communicated and implemented.

- Does the school board/school have a specific policy that addresses diversity and reinforces human rights for all students and employees?

- How do other current district policies promote respect for diversity and human rights consistent with the legislation? Are they regularly communicated to the entire school community?

- To what extent do existing policies and procedures take into account the beliefs, customs, practice, language, behaviours, and physical differences of individuals and groups in the school community?
- How does the board address issues of diversity as it examines existing policies and procedures and develops new ones?
- By what means do school board/school policies and procedures address the goal that all students feel welcomed, included and safe in the school community?
- By what means do school board/school policies and procedures address the goal that all employees feel welcomed, included and safe in the school community?
- How have decision-makers established school board/school standards to ensure that policies and procedures are followed and that all people are accountable for adhering to them?
- In what ways do policies and procedures concerning student and employee conduct encourage preventive and restorative approaches?
- What is the process for students and their parents to seek redress for unfair treatment, harassment or intimidation? Do students and parents perceive it to be accessible and fair?
- What is the process for employees to seek redress for unfair treatment, harassment, or intimidation? Do employees perceive it to be accessible and fair?
- What measures support individuals in seeking help when they or others are at risk for physical or emotional harm?
- What measures are in place to ensure that individuals who suspect or witness incidents or potential acts of violence feel confident that their reports will lead to appropriate action and that necessary support will be provided to them, as well as to others involved?

## School/Instructional Practices

Encouraging practices that address diversity helps create conditions that foster an inclusive, healthy school culture, a nurturing social and emotional environment, and success for students and employees.

- How do school board/school practices support system-wide and classroom practices that promote human rights and provide opportunities for developing understanding and appreciation of diversity?

- How do practices keep the school environments free from discrimination, harassment and violence? To what extent are these practices carried out in ways that are preventive and restorative as well as remedial?

- To what extent do schools emphasize outcomes of the curriculum that address diversity in instruction? How are these outcomes reinforced across all school environments? Have the performance standards for social responsibility been used as a standard for assessing student learning? Have teachers been provided with the necessary resources to support this work?

- Have the success rates of students from various groups been examined and have inequities been identified? How have disparities and barriers to the success of these students been addressed by the district/schools?

- How do schools help students develop competence in the skills, attitudes and knowledge needed to function in a variety of cultural settings?

- Are teachers encouraged to adjust teaching strategies to take into account differing ways of thinking and responding in educational settings? How are teachers supported in developing skills to do this?

- How are students and staff representatives from diverse groups encouraged to be active participants in system and school initiatives, and in decision-making?

- How is the diversity of the school community recognized and respected in the way employees communicate and work with parents as education partners?

## Staff Development/In-service

The diversity of our society has increased the need for an understanding of diversity and human rights in the workplace. School boards, as employers, can support inclusive school cultures by helping employees develop effective educational and operational practices to address increasing diversity in school communities.

- How do school leaders foster staff development of administrators, teachers and support staff in order to respond effectively to an increasingly diverse school community? Is in-service training on diversity-related topics provided for all employees?

- How are teachers encouraged to teach about human rights and citizenship, and to model human rights and citizenship in their school operational and teaching practices? How are teachers supported in learning how to do this?

## Operational Practices

The operational and personnel practices of school boards and schools are also critical to creating conditions that foster an inclusive, healthy school culture, a nurturing social and emotional environment, and success for students and employees.

- What evidence demonstrates that the operational practices of the school district/school are respectful of all persons?

- To what extent are the physical and social environments of the school district/school supportive of equal access and success for people with diverse needs?

- How does the school board/school ensure that human and financial resources are allocated in a manner that addresses the diverse needs of students and employees?

- Do employment practices reflect the demographics of the community and student population? What measures are needed to promote progress in this regard?

- How do recruiting, hiring, mentoring and succession planning practices promote employment equity? Have employment practices been reviewed to ensure that they are fair and equitable, and that they attract and retain employees representative of the demographics of the community and student population?

# Guiding Legislation

This section provides easy access to excerpts from legislation that are relevant to concepts presented in *Diversity in BC Schools: A Framework*.

## Contents

1. The *Constitution Act*
   a) The *Charter of Rights and Freedoms*
   b) The *Rights of Aboriginal Peoples*
2. The *Multiculturalism Act*
3. The *BC Human Rights Code*
4. The *Employment Equity Act*
5. The *Official Languages Act*
6. The *School Act*

## 1. *The Constitution Act* (1982)

EXCERPTS - NOT OFFICIAL VERSION

The *Canadian Charter of Rights and Freedoms* is Part I of the Canadian *Constitution Act*. Generally speaking, any person in Canada, whether a Canadian citizen, a permanent resident or a newcomer, has the rights and freedoms contained in the Charter. There are some exceptions. For example, only citizens of Canada have the right to vote, and "the right to enter, remain in and leave Canada."

**Part I *The Canadian Charter of Rights and Freedoms***

Whereas Canada is founded upon principles that recognize the supremacy of God and the rule of law:

Section 1: *Guarantee of Rights and Freedoms*

The *Canadian Charter of Rights and Freedoms* guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

The Charter sets out those rights and freedoms that Canadians believe are necessary in a free and democratic society, including guarantee of:

- fundamental freedoms,
- democratic rights,
- the right to live and seek employment anywhere in Canada,
- legal rights: the right to life, liberty and personal security,
- equality rights for all,
- the official languages of Canada,
- minority language educational rights,
- Canada's multicultural heritage, and
- Aboriginal Peoples' rights.

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Section 2: *Fundamental Freedoms*

Everyone has the following fundamental freedoms:

- freedom of conscience and religion;
- freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- freedom of peaceful assembly; and
- freedom of association.

Even though these freedoms are very important, governments can sometimes limit them. For example, laws against pornography and hate propaganda are reasonable limits on freedom of expression because they prevent harm to individuals and groups.

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Section 15: *Equality Rights*

The Supreme Court of Canada has stated that the purpose of section 15 is to protect those groups who suffer social, political and legal disadvantage in society. Discrimination occurs where, for example, a person, because of a personal characteristic, suffers disadvantages or is denied opportunities available to other members of society.

1. Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

2. Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

The courts have held that section 15 also protects equality on the basis of other characteristics that are not specifically set out in it. For example, this section has been held to prohibit discrimination on the grounds of sexual orientation.

At the same time as it protects equality, the Charter also allows for certain laws or programs that favour disadvantaged individuals or groups. For example, programs aimed at improving employment opportunities for women, Aboriginal Peoples, visible minorities, or those with mental or physical disabilities are allowed under section 15 (2).

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Section 23: *Minority Language Educational Rights*

This section of the Charter requires provincial governments to provide education to Canadians in the official language of their choice, even in areas where a minority of residents speak that language. In all cases, the right to receive an education in a minority language applies only when there is a sufficient number of eligible children to justify providing schooling in that language. Where those numbers do exist, governments must provide the necessary facilities.

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Section 25: *General*

The Canadian constitution recognizes the rights of Aboriginal Peoples of Canada (which include Indian, Inuit and Métis groups) in order to protect their culture, customs, traditions and languages.

The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any aboriginal treaty or other rights or freedoms that pertain to the Aboriginal Peoples of Canada including:

a) any rights or freedoms that have been recognized by the Royal Proclamation of October 7, 1763;
b) any rights or freedoms that now exist by way of land claims agreements or be so acquired; and
c) any rights or freedoms that may be acquired by the Aboriginal Peoples of Canada by way of land claim settlement.

Section 25 makes it clear that other rights contained in the Charter must not interfere with the rights of Aboriginal Peoples. For example, where Aboriginal Peoples are entitled to special benefits under treaties, other persons who do not enjoy those benefits cannot argue that they have been denied the right to be treated equally under section 15 of the Charter.

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Section 27: *Multicultural Heritage*

Canadians are proud of the fact that Canada is home to many cultural groups. This feature of our country is officially recognized in section 27.

This Charter shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians.

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Section 28: *Rights Guaranteed Equally to Both Sexes*

Section 28 makes it clear that both women and men are equally protected under the Charter.

Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons. This principle is also found in section 15.

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**Part II *Rights of the Aboriginal Peoples of Canada***

Section 35:

1) The existing aboriginal and treaty rights of the Aboriginal Peoples of Canada are hereby recognized and affirmed.

2) In this Act, "Aboriginal Peoples of Canada" includes the Indian, Inuit and Métis peoples of Canada.

3) For greater certainty, in subsection (1) "treaty rights" includes rights that now exist by way of land claims agreements or may be so acquired.

4) Notwithstanding any other provision of this Act, the aboriginal and treaty rights referred to in subsection (1) are guaranteed equally to male and female persons.

## 2. *Multiculturalism Act* (RSBC 1996)

EXCERPTS - NOT OFFICIAL VERSION

***Purpose of the Act***

2. *The following are the purposes of this Act:*

   a) to recognize that the diversity of British Columbians as regards race, cultural heritage, religion, ethnicity, ancestry and place of origin is a fundamental characteristic of the society of British Columbia that enriches the lives of all British Columbians;

   b) to encourage respect for the multicultural heritage of British Columbia;

   c) to promote racial harmony, cross-cultural understanding and respect the development of a community that is united and at peace with itself;

   d) to foster the creation of a society in British Columbia in which there are no impediments to the full and free participation of all British Columbians in the economic, social, cultural and political life of British Columbia.

***Multiculturalism Policy***

3. *It is the policy of the government to:*

   a) recognize and promote the understanding that multiculturalism reflects the racial and cultural diversity of British Columbians,

   b) promote cross cultural understanding and respect and attitudes and perceptions that lead to harmony among British Columbians of every race, cultural heritage, religion, ethnicity, ancestry and place of origin,

   c) promote the full and free participation of all individuals in the society of British Columbia,

   d) foster the ability of each British Columbian, regardless of race, cultural heritage, religion, ethnicity, ancestry or place of origin, to share in the economic, social, cultural and political life of British Columbia in a manner that is consistent with the rights and responsibilities of that individual as a member of the society of British Columbia,

   e) reaffirm that violence, hatred and discrimination on the basis of race, cultural heritage, religion, ethnicity, ancestry or place of origin have no place in the society of British Columbia,

   f) work toward building a society in British Columbia free from all forms of racism and from conflict and discrimination based on race, cultural heritage, religion, ethnicity, ancestry and place of origin,

   g) recognize the inherent right of each British Columbian, regardless of race, cultural heritage, religion, ethnicity, ancestry or place of origin, to be treated with dignity, and

   h) generally, carry on government services and programs in a manner that is sensitive and responsive to the multicultural reality of British Columbia.

## 3. *Human Rights Code*, R.S.B.C. 1996

EXCERPTS - NOT OFFICIAL VERSION

***Discrimination and intent***

Discrimination in contravention of this Code does not require an intention to contravene this Code.

***Purposes***

The purposes of this Code are as follows:

a) to foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia,

b) to promote a climate of understanding and mutual respect where all are equal in dignity and rights,

c) to prevent discrimination prohibited by this Code,

d) to identify and eliminate persistent patterns of inequality associated with discrimination prohibited by this Code,

e) to provide a means of redress for those persons who are discriminated against contrary to this Code,

f) to monitor progress in achieving equality in British Columbia,

g) to create mechanisms for providing the information, education and advice necessary to achieve the purposes set out in paragraphs (a) to (f).

***Code prevails***

If there is a conflict between this Code and any other enactment, this Code prevails.

The *BC Human Rights Code* identifies 13 protected grounds under the legislation.

People are protected by virtue of their race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age (applies to persons 19 to 64 years of age), and unrelated criminal or summary convictions.

## 4. *Employment Equity Act* (1995)

EXCERPTS - NOT OFFICIAL VERSION

The 1995 *Employment Equity Act* and the *Employment Equity Regulations* have been in force since October 24, 1996.

***Summary***

The purpose of this enactment is to achieve equality in the workplace and to correct conditions of disadvantage experienced by certain groups.

The enactment applies to the public service of Canada and to federally regulated employers who, and such portions of the public sector as are specified by order in council that, employ one hundred or more employees.

Part I sets out the obligations of an employer and outlines reporting requirements. Employers must identify employment barriers against, and determine the degree of underrepresentation of, certain groups and prepare, implement, review and revise plans to promote employment equity.

Part II sets out mechanisms for enforcing employer obligations.

Part III provides for the assessment of monetary penalties.

Part IV establishes regulation making authority and provides for other general matters.

The enactment also makes consequential amendments to the Broadcasting Act, the Canadian Human Rights Act, the Financial Administration Act and the Public Service Employment Act.

***Purpose of the Act***

2. The purpose of this Act is to achieve equality in the workplace so that no person shall be denied employment opportunities or benefits for reasons unrelated to ability and, in the fulfilment of that goal, to correct the conditions of disadvantage in employment experienced by women, Aboriginal Peoples, persons with disabilities and members of visible minorities by giving effect to the principle that employment equity means more than treating persons in the same way but also requires special measures and the accommodation of differences.

## 5. *Official Languages Act* (1985)

EXCERPTS - NOT OFFICIAL VERSION

**Part VII *Advancement of English and French***

*Government policy*

**Section 41.**

The Government of Canada is committed to

b) fostering the full recognition and use of both English and French in Canadian society.

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*Coordination*

*Specific mandate of Minister of Canadian Heritage*

**Section 43.**

(1) The Minister of Canadian Heritage shall take such measures as that Minister considers appropriate to advance the equality of status and use of English and French in Canadian society and, without restricting the generality of the foregoing, may take measures to

b) encourage and support the learning of English and French in Canada

e) encourage and assist provincial governments to provide opportunities for everyone in Canada to learn both English and French

## 6. *School Act* (*Revised Statutes of British Columbia 1996*) EXCERPTS - NOT OFFICIAL VERSION

**Preamble**

WHEREAS it is the goal of a democratic society to ensure that all its members receive an education that enables them to become personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

AND WHEREAS the purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy;

THEREFORE HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:

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**Part 2 - *Students and Parents*** Division 1 - Students

Section 2. *Access to educational program*

A person is entitled to enroll in an educational program provided by the board of a school district if the person

(a) is of school age, and
(b) is resident in that school district.

Section 6. *Duties of students*

(1) A student must comply
  (a) with the school rules authorized by the principal of the school or Provincial school attended by the student, and
  (b) with the code of conduct and other rules and policies of the board or the Provincial school.

(2) A student attending a school or Provincial School must participate in an educational program as directed by the board or by the principal of the Provincial School.

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**Part 6 - *School Boards*** Division 2 - Powers and Duties

Section 75. *Provision of educational program*

(1) Subject to the other provisions of this Act and the regulations and to any orders of the minister under this Act, a board must make available an educational program to all persons of school age who enroll in a school in the district.

(2) A board may provide an educational program to persons referred to in subsection (1)
  (a) in its own school district, or
  (b) with the consent of a parent of the person referred to in subsection (1), in another school district or in a francophone school district.

(3) A board complies with subsection (1) if
  (a) the educational program is provided by the board,
  (b) with the approval of the minister, the educational program is provided by a Provincial school, or
  (c) with the agreement of another board or a francophone education authority, and with any consent required under subsection (2) (b) the educational program is provided by that other board or by the francophone education authority.

(4) Subject to section 74.1, a board may assign and reassign students to specific schools or to educational programs referred to in subsection (3).

(5) [Repealed 2002-53-19.]

(6) A board may recognize as part of a student's educational program an educational activity that is not provided by the board.

(7) Subject to the regulations, a board
  (a) is responsible for evaluating all of the educational programs and services provided by the board, including services provided under an agreement under section 86 (1) (a), and
  (b) must have students assessed and evaluated by a member of the college.

(8) A board may, in accordance with any terms and conditions specified by the board, permit a person who is older than school age
  (a) to attend an educational program, or
  (b) to enroll and receive instruction in an educational program sufficient to meet the general requirements for graduation.

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Section 76. *Conduct*

(2) The highest morality must be inculcated, but no religious dogma or creed is to be taught in a school or Provincial school.

(3) The discipline of a student while attending an educational program made available by a board or a Provincial school must be similar to that of a kind, firm and judicious parent, but must not include corporal punishment.

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Section 85. *Power and capacity*

(1) For the purposes of carrying out its powers, functions and duties under this Act and the regulations, a board has the power and capacity of a natural person of full capacity.

(2) Without limiting subsection (1), a board may, subject to this Act and the regulations, do all or any of the following:
  (a) determine local policy for the effective and efficient operation of schools in the school district;
  (b) subject to the orders of the minister, approve educational resource materials and other supplies and services for use by students;
  (c) make rules
    (i) establishing a code of conduct for students attending educational programs operated by or on behalf of the board.
    (ii) respecting suspension of students and the provision of educational programs for suspended students,
    (iii) respecting attendance of students in educational programs provided by the board,
    (iv) respecting the establishment, operation, administration and management of
      (A) schools operated by the board and educational programs provided by the board, and
      (B) transportation equipment used for the purposes of the board,
    (v) respecting the provision of volunteer services,
    (vi) respecting the management of student housing facilities and the supervision of students accommodated in them, and
    (vii) respecting any other matter under the jurisdiction of the board.

(3) Despite any other provision of the Act, a board may refuse to offer an educational program to a student 16 years of age or older if that student
  (a) has refused to comply with the code of conduct, other rules and policies referred to in section 6, or
  (b) has failed to apply himself or herself to his or her studies.

Section 169. *Annual report and ministerial statement*

(1) Subject to the approval of the Lieutenant Governor in Council, the minister must from time to time issue a statement of education policy for British Columbia.

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**Section 177** of the ***School Act*** addresses maintenance of order:

(1) A person must not disturb or interrupt the proceedings of a school or an official school function.

(2) A person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the board to make that direction
   (a) must immediately leave the land and premises, and
   (b) must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.

(3) A person who contravenes subsection (1) or (2) commits an offence.

(4) A principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace

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The **duties of teachers** are set out in **s.4** of the **School Regulation** including:
   (b) providing such assistance as the board or principal considers necessary for the supervision of students on school premises and at school functions whenever and wherever held;
   (c) ensuring that students understand and comply with the codes of conduct governing their behaviour and with the rules and policies governing the operation of the school.

The principal's role in setting expectations of student conduct is contained in **s.5** of the **School Regulation**:

5(7) The principal of a school is responsible for administering and supervising the school including...
   (g) the general conduct of students, both on school premises and during activities that are off school premises and that are organized or sponsored by the school,

and shall, in accordance with the policies of the board, exercise paramount authority within the school in matters concerning the discipline of students;

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